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The Correlation between Teaching Styles and University Students' Achievement in English Reading and Writing Skills: A Gender-based Study

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Abstract

Teaching styles play a crucial role in teaching language skills. Teaching Reading Comprehension and Essay Writing are not exceptional. The educational system is based on three main correlated pillars, namely the instructor, the students, and the subject/teaching material. Focusing on one pillar on the account of the other two may destabilize the educational system. As such, do instructors' teaching styles correlate with students' achievement? On this basis, the current research aims at investigating the correlation between the teaching styles (TSs) of instructors of English as a foreign language (EFL) and male and female students' academic achievement in the subjects of Reading Comprehension and Essay Writing at university level. It hypothesizes that there is no correlation between teachers' teaching styles and students' academic achievement. The selected sample comprised 6 instructors and 1339 second and third-years students of the Departments of English language at the College of Education and College of Basic Education / University of Mosul. Concerning students' academic achievement, the researchers considered the scores of the term exam in the researched teaching subjects for the sample of students of the College of Education and the scores of the semester final exam for the sample of students of the College of Basic Education. Staffordshire Evaluation of Teaching Styles Questionnaire was used as a tool to identify instructors' teaching styles. The results demonstrated that the level of correlation between instructors' teaching styles and students' academic achievement range from moderate to very strong, i.e. the correlation is positive. Moreover, the level of correlation between instructors' teaching styles and students' academic achievement in Reading Comprehension is 0.8118 compared to 0.8178 in Essay Writing. As a general conclusion, it has been noticed that all the researched teaching styles have a positive impact on students' achievement in general, and in RC and EW in particular. Finally, some suggestions for future research have been forwarded.

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العلاقة بين أساليب التدريس وتحصيل الطلبة الجامعيين في مهارتي القراءة والكتابة باللغة الإنكليزية:
دراسة تستند على النوع الاجتماعي

ايمن غانم شعبان *
حسين علي احمد **

المستخلص:

لأساليب التدريس دور مهم في تدريس المهارات اللغوية، ومهارتي استيعاب القراءة وكتابة المقال لسينا استثناء. يستند النظام التعليمي الى ثلاثة أعمدة هي: التدريس، والطالب، والمادة الدراسية. ربما يولد التركيز على أحد هذه الأعمدة دون غيرها خلا في النظام التعليمي. عليه، الى أي مدى ترتبط أساليب التدريس للتدريس بتحصيل الطلبة؟ على هذا الأساس، يهدف البحث الحالي الى استقصاء العلاقة بين أساليب التدريس لتدريس اللغة الإنكليزية كلغة اجنبية والتحصيل الأكاديمي للطلبة الذكور والاناث في مادتي استيعاب القراءة وكتابة المقال في المستوى الجامعي. يفترض البحث (1) عدم وجود علاقة بين أساليب التدريس والتحصيل الأكاديمي للطلبة. تكونت عينة البحث من 6 تدريسيين والطلبة 1339 في قسمي اللغة الإنكليزية في كليتي التربية والتربية الأساسية في جامعة الموصل. تم اعتماد الدرجات النهائية لامتحان الفصلي لطلبة قسم اللغة الإنكليزية في كلية التربية والدرجات النهائية لاختبار نهاية الكورس لطلبة قسم اللغة الإنكليزية في كلية التربية الأساسية. كما تم استخدام استبانة ستافوردشير لتقييم أساليب التدريس كأداة لتحديد أساليب التدريس للتدريس. اظهرت النتائج وجود درجة علاقة بين أساليب التدريس للتدريس والتحصيل الأكاديمي للطلبة تتراوح من متوسط الى جيد جداً، بمعنى آخر وجود علاقة إيجابية. فضلاً عن ذلك، وجود درجة علاقة بين أساليب التدريس والتحصيل الأكاديمي للطلبة بمقدار 0.8118 في استيعاب القراءة و0.8178 في كتابة المقال. كاستنتاج عام، لوحظ ان هناك تأثيراً إيجابياً لأساليب التدريس على تحصيل الطلبة بشكل عام وتحصيلهم في استيعاب القراءة وكتابة المقال بشكل خاص. وأخيراً، تم تقييم بعض الاستنتاجات والمقترحات للبحوث المستقبلية.

الكلمات المفتاحية: أساليب التدريس، التحصيل الأكاديمي، استيعاب القراءة، كتابة المقال

Introduction

One of the main goals of teaching is to make and help students learn on their own. Besides imparting knowledge to students, EFL instructors aim at developing students' different oral and written skills with focus on the most important ones, namely listening, speaking, reading, and writing. This latter aim makes instructors use different styles, techniques and strategies to bring about varied aims including the enhancement of the preceding skills, especially reading, which is, according to Krashen (2004), the most important skill to focus on in teaching EFL.

On teaching reading, EFL instructors need to teach students to learn this skill comprehensively by linking the printed words within a text with the meaning of these words (Fry, 2005). This is on one hand. On the other hand, Reading Comprehension is a complex process that demands fluency in decoding words, understanding vocabulary, drawing conclusions as well as connecting ideas with previous knowledge (Anumendem et al., 2017)

However, the main purpose of the language teaching process is to enhance the learning of the targeted students. Hence, teachers are required to understand the match between their beliefs and behaviours as they have a beneficial impact on themselves and on students (Heimlich & Norland, 2002). Additionally, effective communication between the instructor and students involves the four main language skills, namely listening, speaking, reading, and writing.

Essay Writing is the process of developing an idea. It is one of the main skills that language students need to acquire. Since it is difficult for foreign language students to master such an important skill, instructors should play a noticeable role in teaching it. To teach Essay Writing effectively, instructors need to master the techniques of teaching the subject matter and duly impart information to the

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students in an efficient manner especially if we know that instructors can be rich sources of motivation and support and role models to the students in the teaching-learning process which outlines that teaching and learning are said to be complementary to one another. This is so since the main task of an instructor is to deliver information to the students and make them absorb it, while students are supposed to manage their learning of that information and achieve logically higher scores (Sajjad, 2010).

Statement of the Problem

The educational system as a whole focus on students in terms of developing good required behaviour as well as enhancing achievement. Students' achievement noticeably varies from one educational context to another. The Depts. of English at the university level is not an exception since students have their own habits and plans to approach language and learn its varied skills and subskills. This is added to the fact that there are no specific traits in instructors represented, in the main, by their varied teaching styles (TSs) that, when managed appropriately, can enhance students' achievement and their positive outcomes (Ghorbanzadeh, 2022).

Higher education students are required to read a large amount of text in short period of time which may impact their comprehension process. In addition to this, students with different levels of proficiency, motivation, prior knowledge and class size challenge teachers' class management. This requires different TSs from the instructors' side to cater to students' needs. Moreover, students' emotions towards Reading Comprehension and Essay Writing subjects may be challenging. They may fear having no time to understand the subject well and, as a consequence, fail the exam. The same challenges apply to Essay Writing. Among all these challenges, it becomes necessary to investigate the impact of TSs on students' gender differences. Addressing the identified research problems is crucial for advancing the understanding and improving outcomes in the language teaching-learning field, as it highlights significant gaps and challenges that warrant further investigation.

Aims of the Research

This study has the following aims at identifying

1. The correlation between EFL instructors TSs, in terms of their impact, and male and female students' academic achievement in reading comprehension and Essay Writing, and
2. The differences in the correlation between EFL instructors' TSs, in terms of students' gender, with male and female students' academic achievement in Reading Comprehension and Essay Writing.

Research Questions

The current research endeavours to provide answers to the following questions:

1. Is there a relationship between EFL instructors' TSs and students' academic achievement in the subjects of Reading Comprehension and Essay Writing?
2. Is there a relationship between EFL instructors' TSs and students' gender in the subjects taught, i.e. Reading Comprehension vs. Essay Writing?

Hypotheses of the Research

The research hypothesizes the following:

1. There is no relationship between EFL instructors' TSs and students' academic achievement in the subjects of Reading Comprehension and Essay Writing.
2. There is no relationship between EFL instructors' TSs and students' gender in the subjects taught, Reading Comprehension vs. Essay Writing subjects.

Significance of the Research

It is expected that this research will contribute to the field of applied linguistics, especially language teaching study, through the results that it will hopefully come out with. Like other research works on TSs and students' achievement, this research work can help instructors tailor their instruction and strategies to better meet the needs of almost all students. Additionally, it can be a source of information for the instructors teaching the subjects Reading Comprehension and Essay Writing so as to put into practice the efficient TSs or modify the already adopted ones that suit and meet their students' needs.

The Role of Teaching Styles in Developing Reading Comprehension

One of the main goals of teaching is to help students learn on their own. Besides imparting knowledge to students, EFL instructors aim at developing students' different oral and written skills with focus on the most important ones, namely listening, speaking, reading, and writing. This latter aim makes instructors use different techniques and strategies to bring about varied aims including the enhancement of the preceding skills, especially reading, which is, according to Krashen (2004), the most important skill to focus on in teaching EFL.

On teaching reading, EFL instructors need to make learners learn this skill comprehensively by linking the printed words in a text with the meaning of these words (Fry, 2005). This is on one hand. On the other hand, Reading Comprehension is a complex process that demands fluency in decoding meaning, understanding vocabulary, drawing conclusions as well as connecting ideas with previous knowledge (Anumendem et al., 2017). On this basis, Fry (2005) suggests six steps for teaching Reading Comprehension:

Step 1. Determining learners' reading ability.

Step 2. Selecting the right materials to teach.

Step 3. Having learners read out loud and silently with comprehension.

Step 4. Teaching vocabulary.

Step 5. Developing phonics skills.

Step 6. Practicing writing – speaking – listening.

Combining the preceding steps can make it easier for the instructor to teach Reading Comprehension properly and it can help learners master any language meaningfully. Furthermore, combining reading with writing can enhance learners' communication skills and academic achievement. As such, it can be claimed that not all learners enter the reading process via the same door, i.e. with the same level of reading and writing skills (Szvarnasz, 2008).

According to the National Reading Panel (2003, as cited in Read Naturally, 2023), there are five essential components to teaching reading to learners of different ages:

1. Phonemic Awareness

Phonemic awareness is the understanding of the fundamental and smallest unit of sound in the word, i.e. a phoneme. It differs from phonics as it concentrates on the speech sound of a letter, while phonics deals with the relationship between the sound and the printed form of the letter.

2. Phonics

Phonics is the matching of a letter sound with its graphic shape. It is the bridge between reading and writing skills. As such, understanding phonics helps language learners in the process of mastering a language.

3. Fluency

Fluency is essential in teaching reading as it indicates learners' improvement in language learning. The more fluent the learner is, the more advanced their level of language proficiency will be. The fluent learner decodes words automatically, quickly and accurately in such a way that lessens the level of destruction and hesitation.

4. Vocabulary

Vocabulary is any word in a language. It is linked to comprehension. The more vocabulary the learner has, the more comprehensive they will be. Different strategies are used to increase learners' vocabularies, such as, reading novels and stories, listening to music, watching movies, surfing social media accounts, etc.

5. Comprehension

Comprehension is the process of making sense of any given information. It is the process of understanding, inferencing and assessing a text. The content of any text will not be beneficial without comprehending the vocabulary within it. Comprehension is the ultimate aim of the reading process (See Figure 1.).

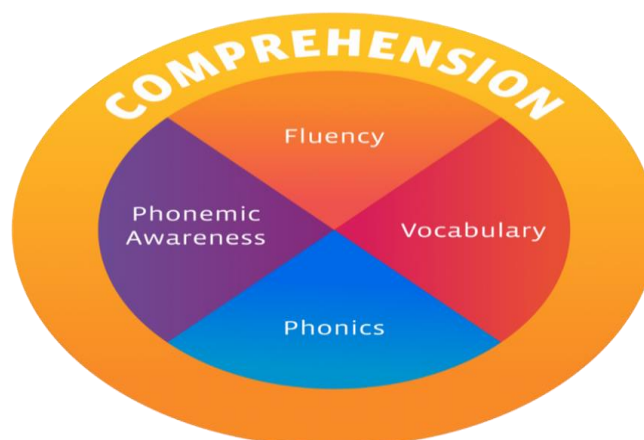


Figure 1. Essential Components of Reading (adopted from: Read Naturally, 2023)

There is implied interaction between the learners and the text in terms of using their prior knowledge, skills and vocabulary to construct meaning (Zygouris-Coe, 2009). Krashen (2004) states that reading turns learners into good thinkers, leads to better Reading Comprehension, writing styles, vocabulary, and spelling. As such, effective direction on the part of the instructor can contribute to a better understanding of how to practice Reading Comprehension.

The Role of Teaching Styles in Developing Essay Writing

The main purpose of the language teaching process is to enhance the learning of the targeted learners. Hence, instructors are required to understand the match between their beliefs and behaviours as they have a beneficial impact on themselves and on learners (Heimlich & Norland, 2002). Additionally, complete communication between the instructor and learners involves the four main language skills, namely listening, speaking, reading, and writing.

Essay Writing is the process of developing an idea. It is one of the main skills language learners need to acquire. Since it is difficult for foreign language learners to master such an important skill, instructors should play a noticeable role in teaching it. To teach Essay Writing effectively, instructors need to master the subject matter and deliver the information to the learners in an efficient manner. Instructors can further motivate and support learners in the process of learning by being role models in the class.

The role of TSs in learners' achievement is a very interesting matter on the part of teachers who have a direct and/or indirect impact on the learners' personality and performance. Instructors' introduction of the teaching topics to the learners involves the proper and efficient use of TSs that fit the given topic as well as learners' styles of information learning and processing.

It is worth noting that there is no one fits all TS. Hence, instructors need to modify and change, if needed, their TSs so as to meet learners' set needs and interests. They, i.e, instructors, are also required to improve learners' essay-writing skills by focusing on certain components of the process since each component follows a fundamental format that leads to the writing of organized essays.

According to Writing Alive (2013), the following six essential components of writing can be integrated into essay-writing lectures so as to help learners write comprehensive and coherent essays (See Figure 2.):

1.Structures of Language

At the beginning level, the instructor teaches learners how to construct simple, compound and complex sentences. Then, at more advanced levels, they instruct learners on how to connect different types of sentences to construct paragraphs and essays.

2.Grammar

Grammar is the system of a language. It is the study of rules that govern a language. Practicing writing English language involves knowledge of the grammar of English in order to write coherent and cohesive essays.

3.Process

The instructor teaches learners writing by following certain steps, viz. pre-writing steps, during writing steps, and post-writing steps. It comprises planning and organizing the material, showing learners examples and models of Essay Writing, making them practice writing themselves and finally editing and having feedback on the written essays.

4.Modes and Genres

The instructor introduces learners to the general categories of essays, i.e. fiction and non-fiction. Additionally, they identify the modes in which the essays can be presented. This helps learners classify their produced piece of work into certain genres and modes, which in turn enables them to organize their thoughts logically.

5.Traits

Daily practice of Essay Writing can develop learners' skills in it. Having explicit instruction and guidance on the part of the instructor and being supplied with good examples, learners can improve the quality of the essays they write.

6.Assessment

Teaching learners how to write an essay should be followed by giving them time to practice what they have learned in a whole course, and giving the instructor the time to assess their progress. Instructors should give scores to learners to determine their progress in Essay Writing.

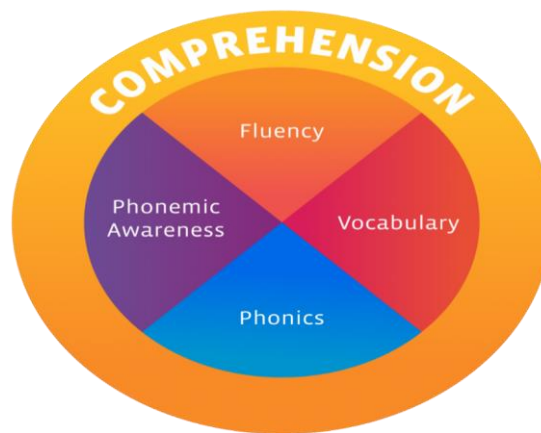


Figure 2. Steps of Essay Writing

To conclude, although Essay Writing is a difficult skill to be developed by learners, it is necessary to enhance their academic achievement (Abas & Abd Aziz, 2016). Instructors' efficient instruction can be an effective and rich source of assistance to learners in writing satisfactory essays.

Previous Studies

Researchers investigating instructors' TSs and their impact on students' academic achievement have come up with two counter arguments. One argument suggests that TSs do impact students'

achievement, while the second claims that instructors' TSs have no impact on such achievement. However, three research works, that are the most relevant to the current research, are worth mentioning in terms of identifying teachers' TSs and their impact on students' achievement.

Alhussain (2012) in his research titled "Identifying Teaching Style: The Case of Saudi College English" clarifies why TSs are important and investigates the correlation between teachers' TSs and a number of teacher-related factors, namely age, speciality, years of experience, and study years. The participants were 18 Saudi college teachers whose ages ranged from 20 to 60, teaching experience ranged from less than 5 years to 30 years, and were a mixture of M.A. and PhD. holders. They were teaching linguistics and literature to undergraduate students in different study year of the English Language Department. The Staffordshire Evaluation of Teaching Styles questionnaire was used for data collection. It was presented to the selected sample during a face-to-face seminar. The researcher directed the sample to rate themselves and showed him how to put the scores on the TSs diagram. instructors' preferences were listed as follows:

- "The all-round flexible and adaptable teacher TS" was preferred by 11.1% of teachers of linguistics and 27.8% teachers of literature.
- "The sensitive student-centred teacher TS" and "The straight facts teacher TS" were preferred by teachers of linguistics only. They scored 5.55% and 11.1% for both TSs respectively.
- "The official curriculum teacher TS" was preferred by teachers of literature only. They scored 5.55% for this TS.
- "The big conference teacher TS" was equally preferred by teachers of linguistics and literature. They scored 5.55% for this TS.

The researcher concluded that using multiple TSs may make students' performance better.

Ahmed et al.'s research (2021) titled "A Study of Teachers' Teaching Styles and Students' Performance" aimed to explore the correlation between teachers' TSs and students' achievement scores. The researchers selected 480 bachelor of science students (BS) from the University of Faisalabad, distributed over 5 classes for data collection by adapting Grasha's Teaching Styles Survey that comprises items followed Likert scale options. The items of the survey were categorized as follows: Expert Style (8) items, Role-model Style (8) items, Formal Authority (8) items, Delegator Style (8) items, and Facilitator Style (8) items. For the data analysis, the mean score, standard deviation, t-test, Pearson r, and ANOVA tests were used.

Regarding students' achievement scores, the researchers depended on students' semester results. The result showed that "The role model style of teaching" was the top TS used, followed by the TSs "The formal style", "The facilitator", "the delegator" and "Expert teaching" successively. Furthermore, female students scored higher than male students on the semester's test.

Farooq et al.'s research (2022) "Impact of Teaching Styles on Students' Academic Score" aimed to investigate the impact of TSs on students' achievement scores at the university level. The researchers adopted Anthony's (1994) model of TS. The population of the study included 150 students. For the analysis of the data, the researchers used Pearson r and t-test. The results demonstrated teachers'

preference of "The facilitator TS" successively followed by "The expert TS", and "The delegator TS" were the mostly used TSs followed by "The formal TS" and finally "The demonstrator TS". There was also a positive correlation between teachers' TSs and students' achievement scores. The results also revealed that male and female students gave varied responses to the items of the survey. As such, it can be stated that there was a significant difference between male and female students.

The researchers excluded studies that were conducted in primary and secondary schools due to the methodologies adopted, and because the populations comprised students, mostly of nationalities not Iraqis. Finally, the research studies implemented in scientific colleges were also disregarded because they were beyond the boundaries of the current research.

Research Methodology

This research was conducted during the academic year 2023-2024 at the Departments of English in the Colleges of Education and Basic Education / University of Mosul. The sample of this research comprised 6 instructors, 2 from College of Education, one teaches Reading Comprehension to second-year students and the second one teaches Essay Writing to third-year students. Also, 4 instructors from the College of Basic Education, two instructors teach Reading Comprehension to second-year students and the other two teach Essay Writing to third-year students. Staffordshire Evaluation of Teaching Styles questionnaire was administrated to the selected sample to identify their TSs in teaching Reading Comprehension and Essay Writing.

The number of students in this research was 1339. The number of students at the College of Education was (284) in second-year, and (255) in third-year. Also, the number of students at the College of Basic Education was (411) in second-year and (389) in third-year. The second-year instructors and students were considered as one group. Students' scores sheets in the final exam were taken from the department. The sheets contain students' scores and gender without any reference to students' names. The same procedure was applied to the instructors and students involved in the teaching and studying Reading Comprehension and Essay Writing in the third-year. The researchers relied on the students' marks in the final examination that was prepared by the teachers who taught the two subjects. It is worth noting that the study system at the College of Education, Department of English is annual, just opposite to the semester system that is followed at the College of Basic Education, Department of English. It is worth mentioning that the total number of participants, instructor and/or students, in each study year was considered in the investigation of the correlation between instructors' TSs and students' academic achievement in the researched study subjects, i.e. Reading Comprehension and Essay Writing, as illustrated in Table 1:

Table 1. Total Number of the Students

Year	College		Total
	College of Education	College of Basic Education	
Second Year	284	411	695

Third Year	255	389	644
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Data Collection and Analysis

- Hypothesis no.1

Hypothesis no.1, concerning Reading comprehension, in the current research reads: "There is no relationship between EFL instructors' TSs and students' academic achievement in the subject of Reading Comprehension". This hypothesis aligns with the first part of aim no.1 which reads: " The correlation between EFL teachers TSs, in terms of their impact, and male and female students' academic achievement in reading comprehension". Additionally, the first part of hypothesis no. 1 reflects the research question no.1: "Is there a relationship between EFL instructors' TSs and students' academic achievement in the subject of Reading Comprehension?".

On investigating the correlation between teachers' TSs and students' academic achievement in Reading Comprehension, a positive correlation has been found out between teachers' TSs and students' achievement (See Table 2). The TS "The official curriculum teacher" has got the highest score 0.922 compared to the TS "The all - around flexible and adaptable teacher" which has got the lowest score 0.702.

Furthermore, a very strong correlation has been found out between style 3 (The official curriculum teacher) and the students' academic achievement. This is so because the students heavily depend on teachers' notes on the material. During the lectures, teachers provide students with important notes concerning the topic. The students, on their part, write down these notes and focus on them while preparing for the exam.

Table 2. The Scores of the Correlation between Instructors' TSs, in terms of their impact, and Students' Academic Achievement in Reading Comprehension

<i>Teaching Styles</i>	<i>Collection</i>
	<i>R</i>
1. The all - around flexible and adaptable teacher	0.702
2. The student - centred, sensitive teacher	0.844
3. The official curriculum teacher	0.922
4. The straight facts no nonsense teacher	0.826
5. The big conference teacher	0.776
6. The one-off teacher	0.801

Figure 3 illustrates the percentages of the correlation between each TSs and students' academic achievement in Reading Comprehension. The TS "The official curriculum teacher" has got the highest percentage (19%) compared to other TSs, while the TS "The all - around flexible and adaptable teacher" has got the lowest percentage (14%).

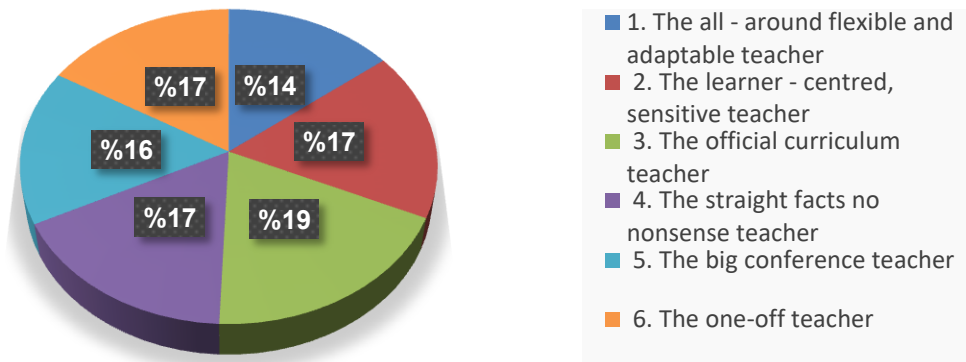


Figure 3. The Correlation between Instructors' TSs, in terms of their impact, and Students' Academic Achievement in Reading Comprehension

On this basis, the first part of hypothesis no.1 is accepted.

Hypothesis no.1, concerning essay writing, in the current research assumes that "There is no relationship between EFL instructors' TSs and students' academic achievement in the subject of Essay Writing. in the subject in Essay Writing". This hypothesis aligns with the second part of the aim no.1 which reads "The correlation between EFL teachers TSs, in terms of their impact, and male and female students' academic achievement in Essay Writing". Additionally, it aligns with the research question no.2 which reads: "Is there a relationship between EFL instructors' TSs and students' academic achievement in the subjects of Reading Comprehension and Essay Writing?"

On investigating the correlation between teachers' TSs and students' academic achievement in Essay Writing, a positive correlation has been found out between teachers' TSs and students' academic achievement (See Table 3). The TS "official curriculum teacher" has got the highest score 0.922 compared to the TS "all - around flexible and adaptable teacher" which has got the lowest score 0.702.

Finally, there is a strong correlation between teachers' TSs and students' academic achievement in Essay Writing. The strongest correlation is between teachers' TS2 (The student- centred, sensitive teacher) and students' academic achievement. Essay Writing is a productive skill. So, teachers try to direct students to be independent and rely on their competence to produce sentences, paragraphs and essays.

Table 3. The Scores of the Correlation between Instructors' TSs, in terms of their impact, and Students' Academic Achievement in Essay Writing

<i>Teaching Styles</i>	<i>Collection</i>
	<i>R</i>
1. The all - around flexible and adaptable instructor	0.867
2. The student - centred, sensitive instructor	0.904
3. The official curriculum instructor	0.883
4. The straight facts no nonsense instructor	0.735

5. The big conference instructor	0.772
6. The one-off instructor	0.746

Figure 4 illustrates the percentages of the correlation between each TSs and students' academic achievement in Reading Comprehension. The "official curriculum teacher" has got the highest percentage 19% compared to other TSs, while the TS "The all-around flexible and adaptable instructor" has got the lowest percentage 14%.

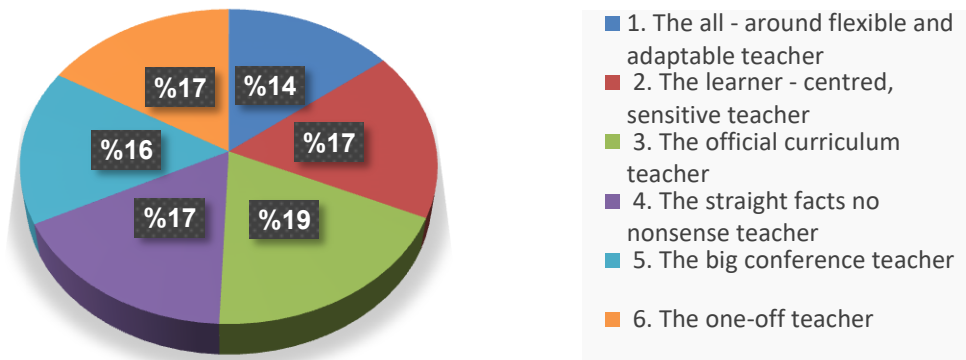


Figure 4. The Correlation between Instructors' TSs, in terms of their impact, and Students' Academic Achievement in Essay Writing

On this basis, the second part of hypothesis no.1 is accepted.

Hypothesis no.2

Hypothesis no.2, concerning Reading Comprehension subject, reads: "There is no relationship between EFL instructors' TSs and students' gender in the subject taught, Reading Comprehension". This hypothesis aligns with the first subject in aim no.2: "The differences in the correlation between EFL instructors' TSs, in terms of students' gender, with male and female students' academic achievement in Reading Comprehension", and the first subject in research question no.2: "Is there a relationship between EFL instructors' TSs and students' academic achievement in the subject of Reading Comprehension?"

Table 4 shows that in Reading Comprehension, the mean score of male students' academic achievement is 57.8157 at 0.05 level of significance compared to that of female students which is (57.6600) at 0.05 level of significance. The standard deviation of males' academic achievement scores is (16.47800) compared to, 18.86223 of female students. The tabulated T value is higher than the calculated value. As such, there is no statistically difference between the scores of male and female students in learning Reading Comprehension, and hypothesis no.3 is accepted.

Table 4. The comparison, in terms of correlation with Instructors' TSs, between the academic achievement of male and female students in Reading Comprehension

Gender	N	Mean	Std. Deviation	T _ cal.	T _ tab.	Sig.
M	445	57.8157	16.47800	0.113	1.960	No. Sig.

					(0.05) (693)	
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Hypothesis no.2, concerning essay writing subject, reads: "There is no relationship between EFL instructors' TSs and students' gender in the subjects taught, Essay Writing". This hypothesis aligns with the second subject in aim no.2: "The differences in the correlation between EFL teachers' TSs, in terms of students' gender, with male and female students' academic achievement in Essay Writing", and the second subject in research question no.2: "Is there a relationship between EFL instructors' TSs and students' gender in the subject Essay Writing?"

Table 5 shows that the mean score of male students' academic achievement is 65.3724 compared to that of female students which 64.9000) at 0.05 level of significance in Essay Writing. The standard deviation of male students' is (17.06245). compared to that of female students which 21.04302. The tabulated T value is higher than the calculated T value. Finally, there is no impact of students' gender on their academic achievement in Essay Writing. However, teachers' TSs positively impact students' academic achievement in Essay Writing, and hypothesis 4 is accepted.

Table 5. The Comparison, in terms of Correlation with TSs, between Male and Female Students' Academic Achievement in Essay Writing

Gender	N	Mean	Std. Deviation	T _ cal.	T _ tab.	Sig.
M	124	65.3724	17.06245	0.187	1.960	No. Sig.
F	104	64.9000	21.04302		(0.05) (226)	

Discussion

The research outcomes strongly correlate between teachers' TSs and students' academic achievement in reading comprehension and essay writing. The aspects of similarity between the current research and previous ones are underscored in the points that the current research like the already referred to previous studies, has accounted for TSs as the independent variable to investigate their impact on students' academic achievement. In addition, the current research, as Alhussain (2012), uses Staffordshire Evaluation of Teaching Styles questionnaire to identify teachers' TSs. As for the differences, the current research differs from the previous ones in terms of the selected sample and targeted teaching materials. Also, the adopted models differ, except Alhussain (2012) who used the Staffordshire Evaluation of Teaching Styles. Finally, it should be highlighted that this research differs from the three previous studies as it accounts for both students' achievement emotions and teachers' viewpoints regarding the teaching material.

Concerning the results, this research has come out with the same results by Ahmed et al. (2020) and Farooq et al. (2022) that there is a positive correlation between teachers' TSs and students' academic achievement. Additionally, the results of the current research align with Ahmed et al.'s results (2020) in terms of the preference of role-modelling TSs, which corresponds to the TS 1 "The all - around flexible and adaptable teacher", yet they contradict with Farooq et al.'s results (2022) concerning the students' gender difference. The current research has scored no differences between teachers' TSs on one hand and male and female students' academic achievement on the other hand.

However, this research has come out with the same results by Ahmed et al. (2020) and Farooq et al. (2022) that there is a positive correlation between teachers' TSs and students' academic achievement. Additionally, the results of the current research align with Ahmed et al.'s results (2020) in terms of the preference of role-modelling TSs, which corresponds to the TS 1, yet they contradict with Farooq et al.'s results (2022) concerning the students' gender difference. The current research has scored no differences between teachers' TSs on one hand and male and female students' academic achievement on the other hand.

Conclusion

This research has investigated the correlation between teachers' TSs and students' academic achievement in terms of the impact of such styles, the students' gender, and the subject taught, namely Reading Comprehension and Essay Writing. It has been noticed that all the researched TSs have a positive impact on students' achievement in general, and in Reading Comprehension and Essay Writing in particular. As such, the correlation between teachers' TSs and the academic achievement of male and female students in Reading Comprehension and Essay Writing has been established.

However, the researchers suggest the following for further research on TSs:

1. Investigating The Impact of TSs and the Class Environment on Teaching Language Skills at the University Level.
2. A study of Teachers Perceptual Teaching Styles Impact on Students' Achievement in Language Skills.
3. Investigating The Role of gender difference in teachers' TSs and its impact on Teaching Language Skills to EFL Students.
4. A study of the Factors that Affect Teachers' TSs in Teaching Different Language Skills.
5. Investigating the Impact of Teachers' TSs on large and small groups of students: Staffordshire Evaluation of Teaching Styles as a Model.

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